

George Mason University
College of Education and Human Development
[Athletic Training Education Program]

ATEP 367.001 – Athletic Training Practicum 1
2 Credits, Spring 2020
TR/12:00 PM – 1:15 PM | Colgan 318 – Science & Technology Campus

Faculty

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Prerequisites/Corequisites

Pre-requisites: Formal acceptance to the professional phase of the ATEP; Grade of C or better in the following courses: ATEP 330, 340, 345, 351, 354

Co-requisite: Concurrently enrolled in ATEP 361, 365, 370, 375

University Catalog Course Description

Emphasizes physical assessment and therapeutic interventions of the lower body in a clinical immersion practicum field experience under the direct supervision of a preceptor for 150-200 hours.

Course Overview

This is the first of five clinical practicum experiences that provide students with adequate opportunities to practice and integrate cognitive learning with the associated psychomotor skills required for the profession of athletic training. This course embraces the ‘Learning Over Time’ concept by requiring students to master a logical progression of clinical proficiency and professional behavior assessments throughout the clinical experience. Students are required to integrate individual component skills (i.e., cognitive and psychomotor skill competencies) into global clinical proficiencies during the clinical experience. Specific cognitive and psychomotor skill components as defined by the *NATA Educational Competencies* are formally taught, practiced, and assessed in the concurrent classroom and controlled laboratory (clinical course) settings. These clinical proficiency assessments, evaluated by preceptors, require students to reason methodically and determine which skills (cognitive learning) are appropriate in a given clinical practice situation and correctly perform these skills (psychomotor) in a manner befitting an entry-level athletic trainer (professional behavior). All clinical proficiencies are graded on a 20-point scale. Students must achieve a passing score of 17 or greater (80%) to demonstrate mastery of the clinical proficiency. Students not achieving a passing score must re-take the proficiency until they satisfactorily demonstrate mastery. Students are required to complete ‘Mastery Proficiencies’ by mid-semester in the clinical experience and submit the results to ATEP faculty for verification. Challenge Proficiencies are completed in the second half of the clinical experience. These ‘Challenge Proficiencies’ then become ‘Mastery Proficiencies’ for a future clinical experience where the student must now show mastery of the content via a passing score, thus demonstrating their ability to learn and improve over time. During each clinical experience students receive constructive feedback from their preceptors to allow them to improve and continue to ‘Learn Over Time’. This clinical experience allows students opportunities to practice and integrate the cognitive learning,

with the associated psychomotor skill requirements associated with therapeutic exercise. In addition, students develop entry-level professional behaviors as Athletic Trainers defined by the NATA Educational Competencies.

Course Delivery Method

This course will be delivered using an internship format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Apply theories, concepts, and philosophies learned through previous didactic and clinical experiences;
2. Employ record-keeping practices in athletic training;
3. Use clinical judgment in the assessment of lower body conditions;
4. Administer therapeutic interventions to patients with lower body conditions in a health care setting;
5. Demonstrate physical assessments of the lower body to patients in a health care setting; and
6. Employ foundational behaviors of professional practice in athletic training

Professional Standards

The course meets Commission on Accreditation of Athletic Training Education (CAATE) competencies and proficiencies in one or more of the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, professional development and responsibility.

Required Texts

1. ATEP 367 Manual

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Case Study Presentation (50 points)**
The student will lead a discussion that begins with a presentation of a rehabilitation case from his/her clinical setting. The presentation is about the case study identified for the ATEP 361 case study report. *Presentations will take place on April 28 and 30, 2020. All presentations are due via Blackboard at the beginning of class on April 28, 2020.*
- **Clinical Proficiency Evaluations (Pass/Fail)**
The student must complete all clinical proficiency evaluations associated with the previous and current courses. These evaluations will be assessed by each student's preceptor. *Failure to successfully complete ALL Mastery Proficiencies (by the beginning of class on March 17, 2020) and attempt ALL Challenge Proficiencies (by the beginning of the final exam on May 5, 2020) will result in failure of the course.*
- **Evaluation of Preceptor/Clinical Site Survey (25 points)**
This survey will be conducted via Qualtrics in order to collect feedback about the preceptor and clinical site. A link to the survey will be provided on Blackboard. *This survey will be completed by the beginning of class on April 14, 2020.*

- **Expectations Document, Emergency Action Plan (EAP), and Clinical Site Scavenger Hunt (Pass/Fail)**
 This form is a guide to explain and clarify the preceptor expectations of the student. Both student and preceptor will read and sign this document together at the initial meeting to help ensure that all parties understand their respective responsibilities and duties. Students must also become familiar with the organization and logistics of the clinical site, such as the student's role in the event of an emergency at the site, available therapeutic equipment, and other supplies. Students must obtain a copy of the site's emergency action plan and complete the clinical site scavenger hunt to submit to the course instructor. *The completed form, EAP, and results of the scavenger hunt are due at the beginning of class on January 28, 2020.*
- **Final Clinical Performance Evaluation (100 points)**
 The preceptor will complete the evaluation and assign a letter grade based on the student's clinical performance. Preceptors are encouraged to discuss the results of the evaluation with the student. *Evaluations are due by the beginning of the final exam on May 5, 2020.*
- **Final Comprehensive Examination (125 points)**
 There will be a practical final examination administered *May 5, 2020, 10:30 AM – 1:15 PM.*
- **Goal Development Plan and Goal Development Plan Review (20 points each = 40 points)**
 The student is required to complete a goal development plan at the beginning of the semester and a review of the plan at the end of the semester. The goal development plan is *due by the beginning of class on January 28, 2020*, and the goal development plan review is *due by the beginning of class on April 14, 2020.*
- **Mid Semester Clinical Performance Evaluation (100 points)**
 The preceptor will complete the evaluation and assign a letter grade based on the student's clinical performance. Preceptors are encouraged to discuss the results of the evaluation with the student. *Evaluations are due at the beginning of class on March 17, 2020.*
- **Pre-Clinical Experience Survey (10 points)**
 This survey will be conducted via Qualtrics in order to collect pertinent information that will aid in making suitable clinical assignments. A link will be provided to the survey via Blackboard. *This survey will be completed no later than the beginning of class on February 4, 2020.*
- **Professionalism/Patient Primacy Interview (50 points)**
 Throughout the semester, professionalism and patient primacy will be discussed and presented. This assignment will provide the student an opportunity to interview the preceptor about specific situations related to these foundational behaviors and allow the student to reflect on his/her ideals and beliefs. *All parts of this assignment are due at the beginning of class on March 3, 2020.*

- **Grading**

ASSESSMENT METHOD	NUMBER	POINTS EACH	POINTS TOTAL
Case Study Presentation	1	50	50
Clinical Proficiency Evaluations	16	Pass/Fail	Pass/Fail
Evaluation of Preceptor/Clinical Site Survey	1	25	25
Expectations Document, EAP and Scavenger Hunt	1	Pass/Fail	Pass/Fail
Final Clinical Performance Evaluation	1	100	100
Final Comprehensive Examination	1	125	125
Goal Development Plan	1	20	20
Goal Development Plan Review	1	20	20
Mid Semester Clinical Performance Evaluation	1	100	100
Pre-Clinical Experience Survey	1	10	10
Professionalism/Patient Primacy Interview	1	50	50
TOTAL	—	—	500

- **Course Grading Scale**

The student's final letter grade will be earned based on the following scale:

A: 465 – 500 pts. (93%)	C+: 385 – 399.9 pts. (77%)
A-: 450 – 464.9 pts. (90%)	C: 365 – 384.9 pts. (73%)
B+: 435 – 449.9 pts. (87%)	C-: 350 – 364.9 pts. (70%)
B: 415 – 434.9 pts. (83%)	D: 315 – 349.9 pts. (63%)
B-: 400 – 414.9 pts. (80%)	F: < 315 pts.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. It is critical that each student behave in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses or any action that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal information and should comply with Health Insurance Portability & Accountability Act (HIPAA) regulations.

Class Schedule

DAY	DATE	TENTATIVE TOPIC	ASSIGNMENTS DUE
1	1/21	FERPA Training: Ms. Brittani Fairchild, FERPA Compliance Specialist, Goal Setting	Syllabus Contract
2	1/23		
3	1/28	Professionalism in Athletic Training	Goal Development Plan; Expectations Doc, EAP, & Clinical Site Scavenger Hunt
4	1/30		
5	2/4*	Foundational Behaviors, Student Clinical Expectations	Pre-Clinical Survey
6	2/6		
7	2/11	Time Management and Mastery and Challenge Proficiencies	Three-Week Evaluation

8	2/13		
9	2/18*	Effective Communication	Optimizing Communication Reading, National Athletic Training Month Project Summary
10	2/20		
11	2/25	Patient Primacy and Advocacy	
12	2/27		
13	3/3*	Intro to HIPAA Regulations	HIPAA Readings & Quiz; Interview
14	3/5		
15	3/10	**SPRING BREAK: 3/9 – 3/15**	
16	3/12		
17	3/17*†	PPEs, Insurance	Insurance Findings, Mid Semester Evaluation & Mastery Proficiencies
18	3/19		
19	3/24	Professional Advocacy	
20	3/26		
21	3/31*	Evidence-Based Practice	Evidence-Based Practice Reading, National Athletic Training Month Project
22	4/2		
23	4/7	Ethical Practice	Ten-Week Evaluation
24	4/9		
25	4/14*	Final Exam Preparation	Goal Development Plan Review, Evaluation of Preceptor/Clinical Site Survey
26	4/16		
27	4/21	Preceptor Acknowledgements, Self- Evaluation and Reflection, Challenges and Triumphs of Clinical Experiences, Closing Points	Thank you card
28	4/28	Case Study Presentations	Presentation
29	4/30*	Case Study Presentations	
FINAL	5/5*†	<i>Comprehensive Exam 10:30 AM – 1:15 PM</i>	Final Evaluations, Challenge Proficiencies

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

* Bi-monthly schedule/hours log due.

† Preceptor evaluations and proficiencies due.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Other Requirements

Attendance

Each student must meet with his/her preceptor during the first week of the semester to develop a weekly schedule. Students must accrue a **minimum of 150 hours and no more than 200 hours** (approximately 10-20 hours per week) for the practicum field experience over the course of the entire semester. Students are expected to be on time; attend and actively participate in all class meetings and clinical experiences as mutually agreed upon with the Clinical Education Coordinator, course instructor, and the preceptor; and submit all assignments in a timely fashion. **Late work will not be accepted under any circumstances.** Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event, and others at the discretion of the preceptor and course instructor. For known upcoming absences, students must contact the preceptor and the course instructor at least one week in advance of the missed class or clinical experience. In the case of illness or some other unforeseen absence, the student must contact the preceptor and the course instructor via e-mail or telephone within one week of the missed class and have appropriate documentation (e.g., physician's note).

Academic Responsibility

Although many students must work to meet living expenses, **employment must not take priority over academic responsibilities.** Students employed more than 20 hours a week are strongly urged not to attempt a full-time academic load. Students employed more than 40 hours a week should attempt no more than 6 credits per semester. Students who fail to observe these guidelines may expect no special consideration for academic problems arising from the pressures of employment. Please see the GMU Academic Catalog (http://catalog.gmu.edu/content.php?catoid=5&navoid=104#Registration_attendance) for further information.

Scheduling Requirements

An integral part of students' practicum is time spent under the supervision of the preceptor. Students should be aware that times are scheduled in conjunction with preceptor availability. Practicum times may include early mornings, afternoons, evenings, and weekends. Students may also be required to travel to additional sites to meet their preceptor to engage in clinical education. Unlike other majors, athletic training practicum courses require additional time outside of the traditional classroom. Participation at the clinical site does not excuse you from class and/or related assignments at George Mason University. Students are required to submit bi-monthly schedules (via Blackboard) and show proof of hours completed. Repeated failure to submit schedules and show proof of hours may result in reduction of the final grade.

Technology Usage

Students who are observed using any form of technology inappropriately (e.g., sending text messages from cell phones, visiting social networking sites from laptops) will be dismissed from class for the day and not permitted to make up missed assignments.

Extra Credit Opportunity

Health and Fitness Expo – To Be Announced
2 pts per hour of volunteering up to 10 pts

Student Acknowledgement of Syllabus

I, _____, by affixing my signature below, attest to the following:

*I have read the course syllabus for ATEP 367 in its entirety, and I understand the policies contained therein.

*I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.

*I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.

*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Student Copy: This copy should remain attached to your syllabus.)



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*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date

(Instructor Copy: This copy should be signed and returned to course instructor no later than the second class meeting.)